**The Gatsby Benchmarks**

|  |  |  |
| --- | --- | --- |
|  | **Our Interpretation** | **How we meet this** |
| 1. **A stable careers programme**
 | Every Adult **learning provider** should have an embedded programme of career education and guidance that is known and understood by learners, tutors, employers and other relevant agencies. | * Explicit backing of senior management
* Full commitment to our IAG/CEG policy
* Full commitment to our Care, Guidance and Support Policy
* Identified overall lead
* Qualified key staff members
* Monitoring effectiveness of the programme through our annual quality improvement cycle, reviewing e.g.-
* Learner inductions
* OTLAs and walk throughs
* Learner handbook (Learner journey)
* Tutor Handbook
* Schemes of Work
* Learner feedback
 |
| 1. **Learning from career and labour market information**
 | Every adult learner should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make best use of the available information. | **Ensuring that all learners have access to:*** A curriculum that is broad and deep and reflects current local and national labour market needs
* Knowledgeable Tutors
* National Careers Service advice
* Quality support from well informed tutors and learning mentors
* Quality support from all Work Zone staff
* Information/ Posters in Work Zones
 |
| 1. **Addressing the needs of each student**
 | Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. IAG/CEG careers programme should embed equality and diversity considerations throughout.  | **Having robust E&D policy and procedures in place*** Additional Care, Guidance and Support offered as needed
* All Learners receive ongoing support from mentors/tutors
* All Learners receive in-course IAG
* All learners are signposted to NCS
* All Tutors access the Portal for appropriate resources for all learners
* Adherence to Career Development Institute Code of Ethics
 |
| 1. **Linking curriculum learning to careers**
 | All teaching staff should link curriculum learning with careers, even on course that are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers. | **Transferable and work related skills development is embedded in all courses*** Maths and English are embedded into all courses
* Employers informing curriculum and course content
* Employers providing work experience as appropriate
* Stepping Stone and Functional Skills maths and English offered to those eligible
* Embedding of maths is monitored as a key priority
* Tutors request support from NCS, and signpost learners to NCS website
* Tutors offer Advice and Guidance to learners to help with their next steps
* Family Learning offer STEM workshops to families
* Raising Aspirations projects with employer participation
 |
| 1. Encounters with employers and employees
 | Every learner should have opportunities to learn about work, employment and the skills that are valuable in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include learners’ own part time employment where it exists. | **Employers are invited to inform all courses whenever and wherever possible** * All providers invite employers to sessions to speak to learners
* Work Zones work with employers to provide support for recruitment events
* Work Zones offer volunteering opportunities for learners
* Learners are invited to local job fairs
* Learners are offered support from a mentor
* Distance learners are supported in their workplace
* Transferable/work related skills are embedded into all courses
* Learners access specific CEG/IAG projects e.g. Winsford Raising Aspirations
 |
| 1. **Experience of workplaces**
 | Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. | * Employers offer appropriate input/support in courses
* Employers offer work experience/shadowing/mentoring as appropriate
* Learners receive careers advice and guidance during the course
* Learners assigned a mentor to help them overcome barriers and secure work
* Learners are signposted to appropriate volunteering opportunities
 |
| 1. **Encounters with further and higher education**
 | All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in colleges, universities and in the workplace. |  **Learners have access to impartial advice on further learning via all providers and through the NCS*** Learners are well informed regarding all types of provision available in their local Work Zone
* All staff are aware of the courses partner organisations are planning/running throughout Cheshire West (including provision at the College and the University) and use this to keep learners up to date
* Learners are supported by mentors and tutors in accessing courses suitable for their needs
 |
| 1. **Personal guidance**
 | Every learner should have opportunities for guidance interviews with a career advisor who could be internal (a member of college staff) or external, provided they are trained to an appropriate level\*. These should be available for all learners whenever significant study or careers choices are being made. They should be expected for all learners but should be timed to meet individual needs.\*we ensure that access to a level 4 advisor is available when needed | * Dedicated support staff are IAG qualified or working towards and IAG qualification
* An IAG handbook has been produced to support non-IAG qualified staff members and partner organisations
* IAG is embedded into all course delivery and mentoring
 |